DOCUMENT RESUME

ED 182 942 EC 123 211

AUTHOR Zane, Thomas; Thvedt, John E.
TITLE Selecting Appropriate Training Goals and Objectives.
PUB DATE Jun 79
NOTE 22p.; Presented as part of Invited Symposium "Designing a Training Environment" at the Association of Behavior Analysis (Dearborn, MI, June, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavior Patterns; Decision Making; *Educational Objectives; Generalization; *Handicapped Children; *Individualized Programs
IDENTIFIERS Personal Independence

ABSTRACT

The authors propose a system for determining which goals and target behaviors are of highest priority for handicapped students. In a meeting of the interdisciplinary treatment team, goals are set forth and ranked according to answers to a series of questions: (1) will acquiring the behavior increase the probability of the client living, being healthier, or avoiding sickness/death? (2) will acquiring the behavior increase the probability of the client living more independently from others? (3) will acquiring the behavior increase the probability of acquiring other more complex behaviors? and (4) will acquiring the behavior generalize to stimulus conditions other than in the specific training environment? Goals of reducing headbanging, dressing without prompts, learning to read basic signs, and roller skating are ranked according to the system. An example of an individualized education program is presented, and its goals assigned priorities. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182942

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Selecting Appropriate Training Goals and Objectives

Thomas Zane and John E. Thvedt

West Virginia University

Presented as part of Invited Symposium

"Designing a Training Environment"

at the Association of Behavior Analysis,

Dearborn, June 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas Zane

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC123211

Whenever it is time for update or re-evaluation of a client's programming goals, it's usually the case that a group of professionals - commonly called an interdisciplinary treatment team - will meet and discuss what should be the goals and objectives most appropriate for that particular client. The members of such goal-planning teams usually represent different professional areas - medical, OT, PT, special education, psychology, etc. Each professional is responsible for proposing goals which he or she considers appropriate for the client to work on. These professionals use various assessment instruments, such as the Behavior Characteristics Progression, Adaptive Behavior Scale, the Camelot System, and so forth, to determine what goals should be proposed for inclusion on a client's IEP or goal plan.

However, it it critical that the treatment team select - out of all these proposals - the most important goals and target behaviors for training. By scheduling the highest priority objectives, the client will obtain maximum benefit from the training regime. With only a set number of hours per day in which to do training, it is necessary not to waste training time by working on low priority objectives.

Determining what goals and target behaviors are most important to train can be done in a systematic manner. There is a specific set of questions which should be asked in relation to each individual goal being considered for potential training. Depending on how these questions are answered, each goal can be given a ranking in terms of high or low priority. Thus, this evaluation allows for a more objective selection procedure for goal planning and helps ensure that the client will receive training on the most important objectives.

The system we are proposing for determining appropriate goals and objectives consists of a series of questions which are answered either yes or no. To implement the selection process, each individual goal is subjected to the questions. Eventually that goal will be assigned one of five priority rankings, which will indicate how important that particular goal is for scheduling.

Figure 1 illustrates the decision making process. There are three primary questions, and depending on how they are answered, different priorities result. Let's discuss each question separately. We will use several goals to illustrate the use of the priority-setting system. These goals were selected from real checklists and assessment instruments, and were selected to show how to use this prioritizing system.

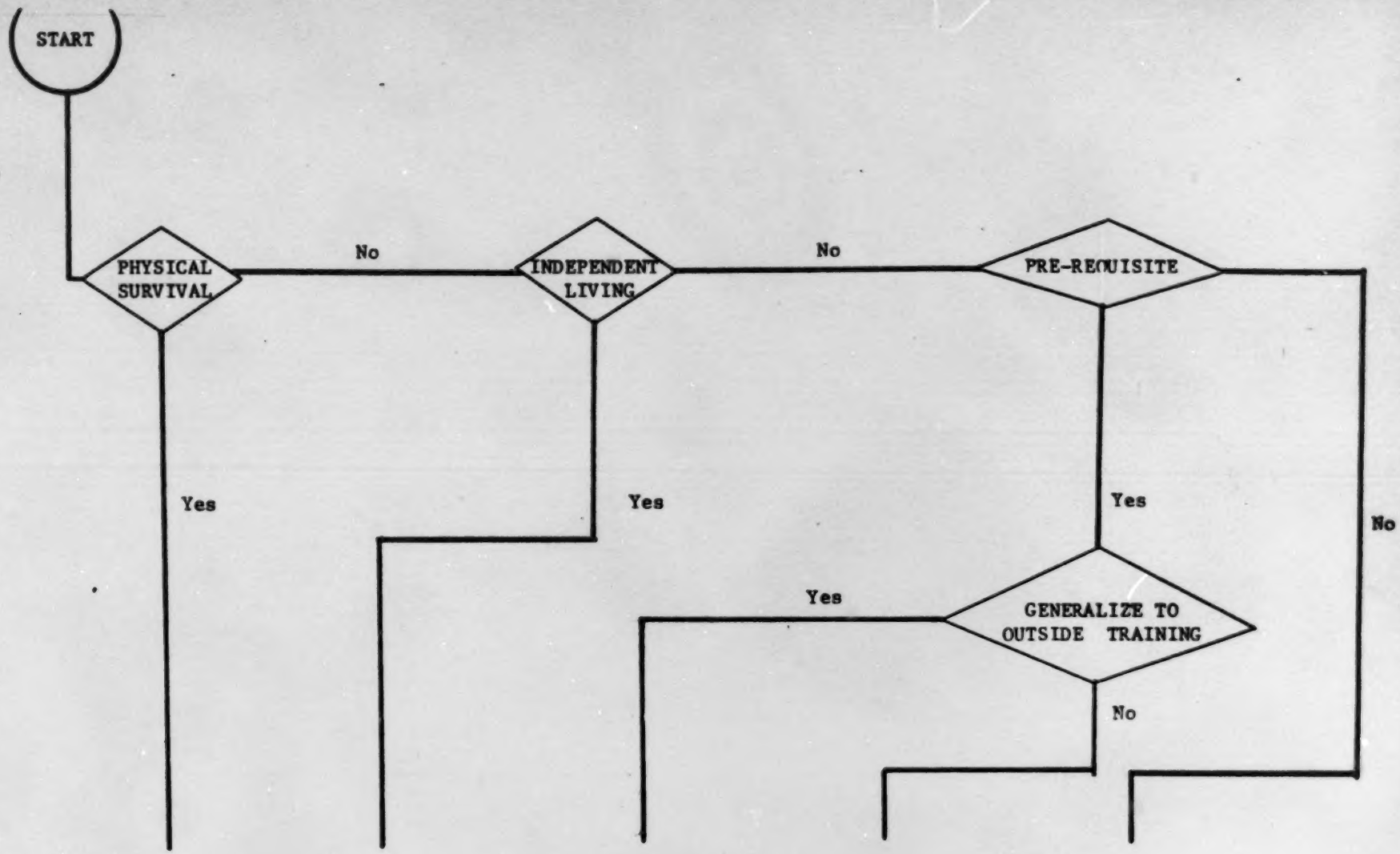
The first question which must be asked is:

WILL ACQUIRING THE
BEHAVIOR INCREASE THE
PROBABILITY OF THE
CLIENT LIVING, BEING
HEALTHIER, OR AVOIDING
SICKNESS/DEATH?

If the answer to this question is "yes", that particular goal is defined as a high priority item and should be the most important training consideration. For example, consider the goal (Figure 2):

Goal: Reduce or eliminate head-banging

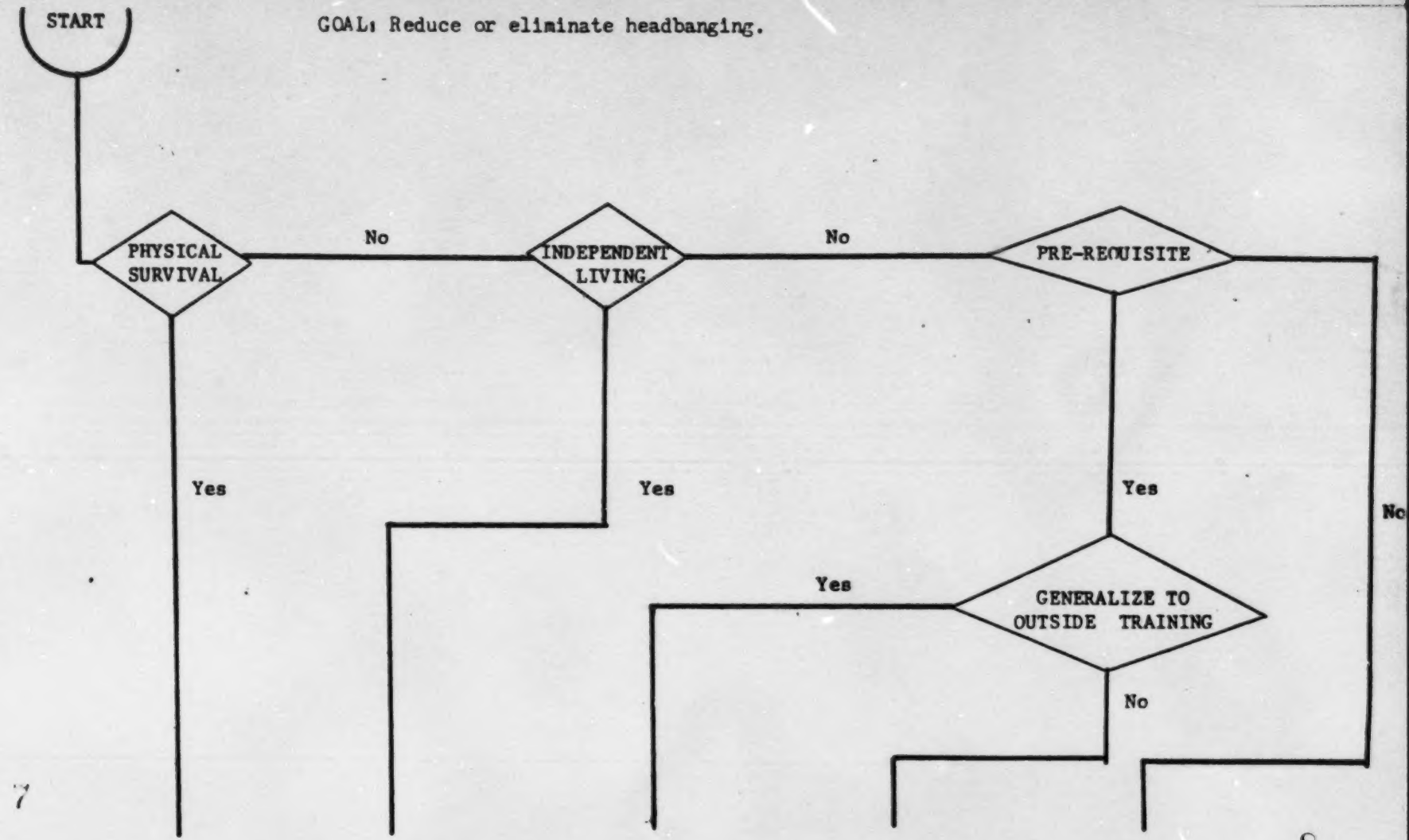
For this goal, question #1 would be answered "yes" and in fact would become the #1 priority for training, since this type of behavior could lead to serious injury or death. Of course, it is not always necessary to state such a goal in terms of deceleration. Positive incompatible adaptive skills could be assigned which would eliminate such behaviors. If this question is answered



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

RANKING OF PRIORITIES

Figure 1



1. Headbanging 2. _____ 3. _____ 4. _____ 5. _____

RANKING OF PRIORITIES

Figure 2

negatively we move to the next question (Figure 1):

> WILL ACQUIRING THE BEHAVIOR INCREASE THE PROBABILITY OF THE CLIENT LIVING MORE INDEPENDENTLY FROM OTHERS? (I.E., FEWER PERSON(S) NEEDED TO ASSIST CLIENT IN DAILY LIVING?)

If this question is answered "yes", we then assign the particular goal to the second highest ranking. For example, consider the potential goal of (Figure 3):

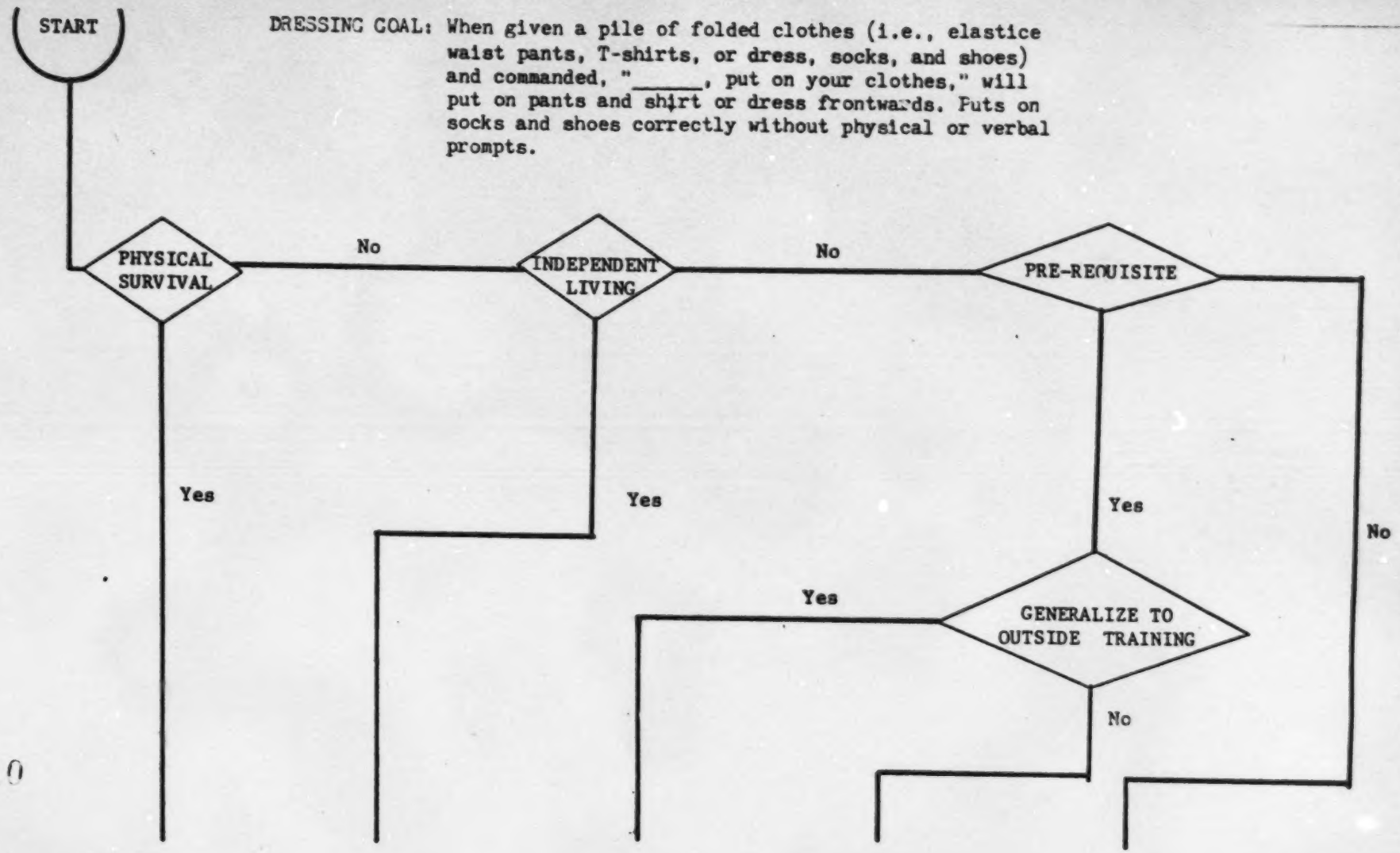
> DRESSING GOAL: When given a pile of folded clothes (i.e., elastic waist pants, T-shirts, or dress, socks and shoes) and commanded, "_____, put on your clothes," will put on pants and shirt or dress frontwards. Puts on socks and shoes correctly without physical or verbal prompts.

Obviously, when thinking of this goal, question 1 must usually be answered "no". The client will continue to survive, even if he or she does not dress--someone would always dress and undress the client. But this goal, if learned, will make the client more independent and less dependent on others. So this goal is given a ranking of two, below the head-banging goal.

If this question is answered negatively, we move to the third question (Figure 1):

> WILL ACQUIRING THE BEHAVIOR INCREASE THE PROBABILITY OF ACQUIRING OTHER MORE COMPLEX BEHAVIORS (I.E., IS THE BEHAVIOR A PRE-REQUISITE OR PRE-CURSER FOR OTHER BEHAVIORS)?

To determine if a target behavior is a pre-requisite, we could refer to existing curricula such as the BCP. If the objective is part of a task analysis, then such a goal would be considered a pre-requisite. We must then ask if this behavior, when learned, will generalize to outside the specific conditions of the training environment? To answer this question, we must refer back to the specific stimulus conditions of the training situation. If the stimulus condi-


START
DRESSING GOAL: When given a pile of folded clothes (i.e., elastice waist pants, T-shirts, or dress, socks, and shoes) and commanded, "_____, put on your clothes," will put on pants and shirt or dress frontwards. Puts on socks and shoes correctly without physical or verbal prompts.
PHYSICAL SURVIVAL
No
INDEPENDENT LIVING
No
PRE-REQUISITE
Yes
Yes
Yes
No
Yes
GENERALIZE TO OUTSIDE TRAINING
No

10

1. Headbanging 2. Dressing 3. _____ 4. _____ 5. _____

11

RANKING OF PRIORITIES

Figure 3

tions are very specific, narrow, and limited, the chances of generalization would seem to be lower than if the conditions for training required the use of a wide variety of stimuli and settings. For example, teaching time-telling by using only a round-faced clock decreases the chances for generalization to digital clocks. The point is that the next highest priority goals should be those behaviors which have a good chance for occuring outside the stimulus conditions specific to the training environment.

For example, consider the goal (Figure 4):

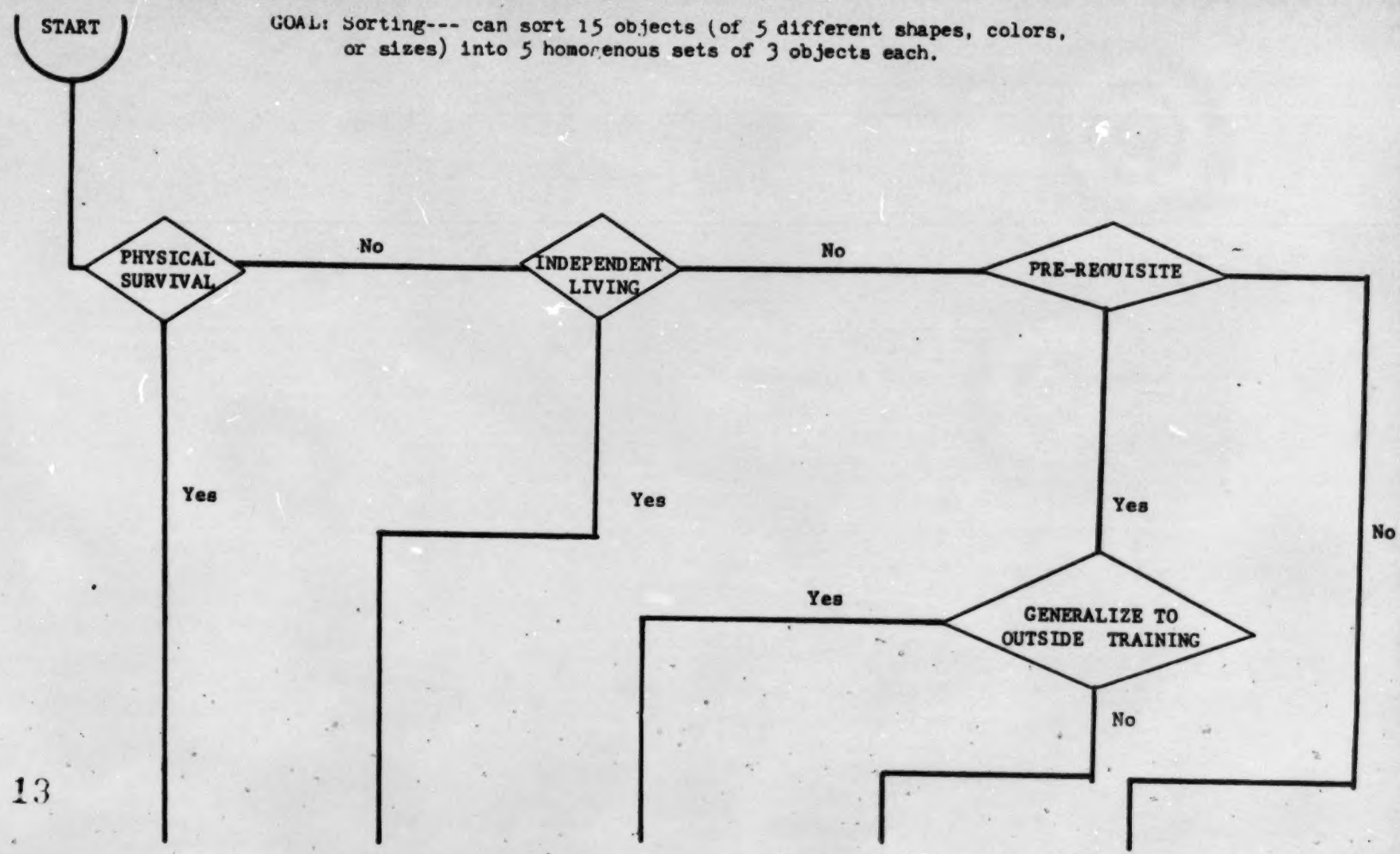
SORTING GOAL: can sort 15 objects (of 5 different shapes, colors, or sizes) into 5 homogenous sets of 3 objects each.

Being able to sort objects usually will not increase the chances of the client's survival. Nor is this goal usually thought of to be a requirement for increased independent living. However, being able to sort different objects can be considered a pre-requisite for learning other behaviors - specifically, more difficult discrimination skills. Then we ask whether there is a high probability of this behavior occuring outside the specific training environment. Refer back to the actual item. The way this goal is written builds in a good clause for generalization - note that the goal implies a variety of shapes, colors, and sizes be used as training materials, which should enhance generalization. So this goal is assigned the # 3 ranking.

Let's consider another example, the goal of Signs (Figure 5):

SIGNS GOAL: Given flash cards with 17 functional reading words or signs printed on them, in random order (Men, Women, Ladies, Gentlemen, Rest Rooms, Phones, Telephone, Flammable, Information, Open, Closed, Bus Stop, Taxi, Airport, Train, Tickets, Poison,); Client will point to the flash card named, and will correctly point to all 17 cards, each within 30 seconds, on 3 of 4 occasions.

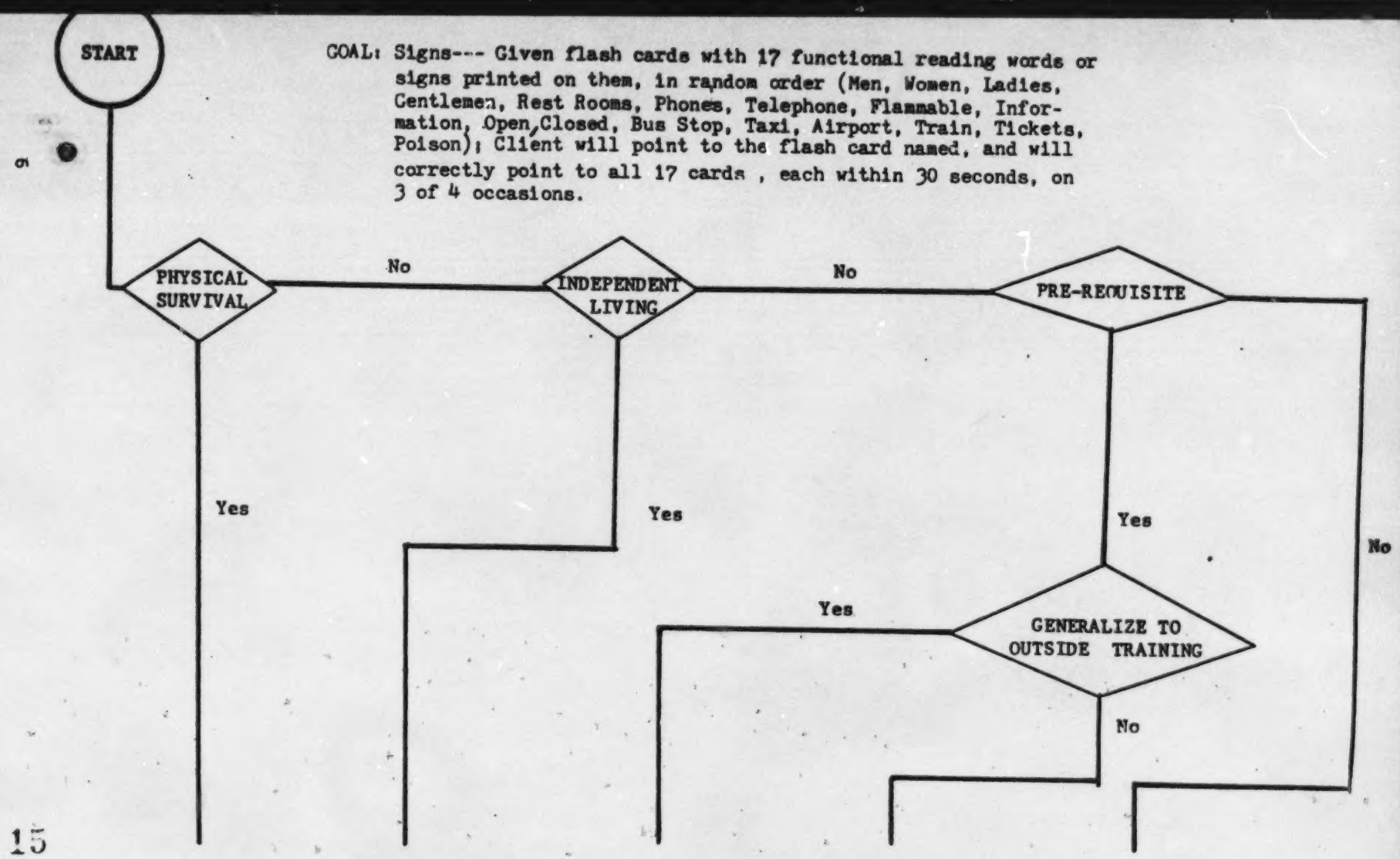
Learning this goal will not increase the chances of the client's survival. Nor will pointing to flash cards of community words necessarily result in



1. Headbanging 2. Dressing 3. Sorting 4. _____ 5. _____

RANKING OF PRIORITIES

Figure 4


START
GOAL: Signs--- Given flash cards with 17 functional reading words or signs printed on them, in random order (Men, Women, Ladies, Gentlemen, Rest Rooms, Phones, Telephone, Flammable, Information, Open, Closed, Bus Stop, Taxi, Airport, Train, Tickets, Poison); Client will point to the flash card named, and will correctly point to all 17 cards , each within 30 seconds, on 3 of 4 occasions.
PHYSICAL SURVIVAL
No
INDEPENDENT LIVING
No
PRE-REQUISITE
Yes
Yes
Yes
No
Yes
GENERALIZE TO OUTSIDE TRAINING
No

15

16

1. Headbanging 2. Dressing 3. Sorting 4. Signs 5. _____

RANKING OF PRIORITIES

Figure 5

increased independent living. However, this goal is a pre-requisite for performing other complex behaviors, such as expressive identification of the words. Now we ask if this goal will generalize to stimulus conditions other than in the specific training environment? Refer back to the actual item. The goal is constructed to allow a low probability for generalization. Being able to identify the words on the flash cards will not ensure that the client will be able to identify the real words around the community. So, this goal (as written) must be rated as less important than the previous ones.

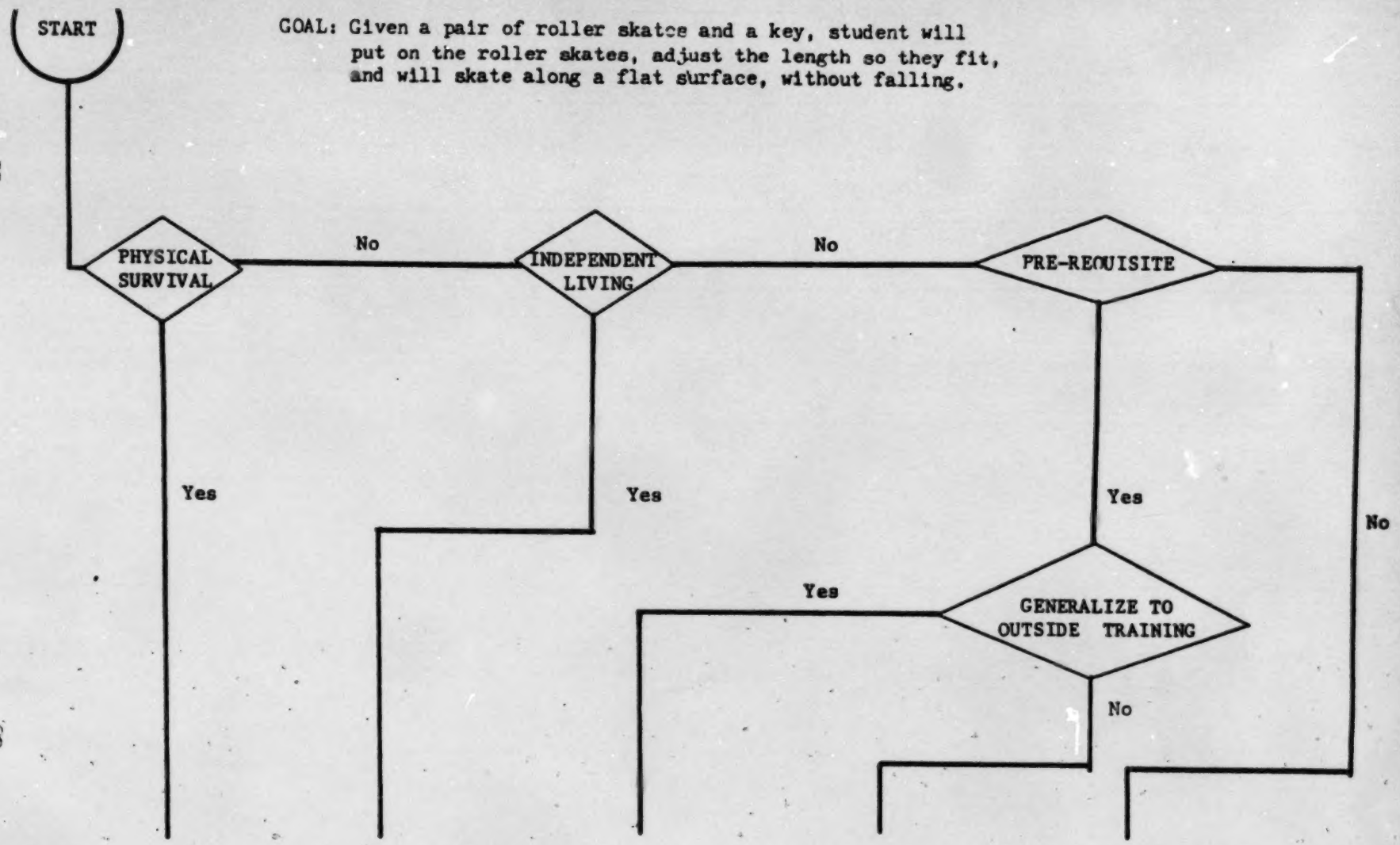
The only other possible situation is when a goal (Figure 1) is not crucial for physical survival or independent living, and is not a pre-requisite for other behaviors. In this situation, such a goal must be rated as the lowest priority for training.

Consider the goal Roller Skating (Figure 6):

> ROLLER SKATING GOAL: Given a pair of roller skates and a key, student will put on the roller skates, adjust the length so they fit, and will skate along a flat surface, without falling.

This goal has no relevance to survival, independent living, or act as a pre-requisite. So it must be placed at the lowest ranking.

So, to quickly review. Each goal is considered in the following scheme (Figure 1). First, does it increase the chances of physical survival? If yes, rank it as the highest priority of training. If no, then ask if by learning the goal the client will be able to live more independently. If yes, then rank the goal as #2. If not, then ask if the goal is a pre-requisite for learning other behaviors and skills. If it is, consider if the behavior has a high chance of occurring in sitmulus conditions other than the ones in the specific training environment. If so, this goal is assigned a #3 ranking.



18

19

1. Headbanging 2. Dressing 3. Sorting 4. Signs 5. Roller Skating

RANKING OF PRIORITIES

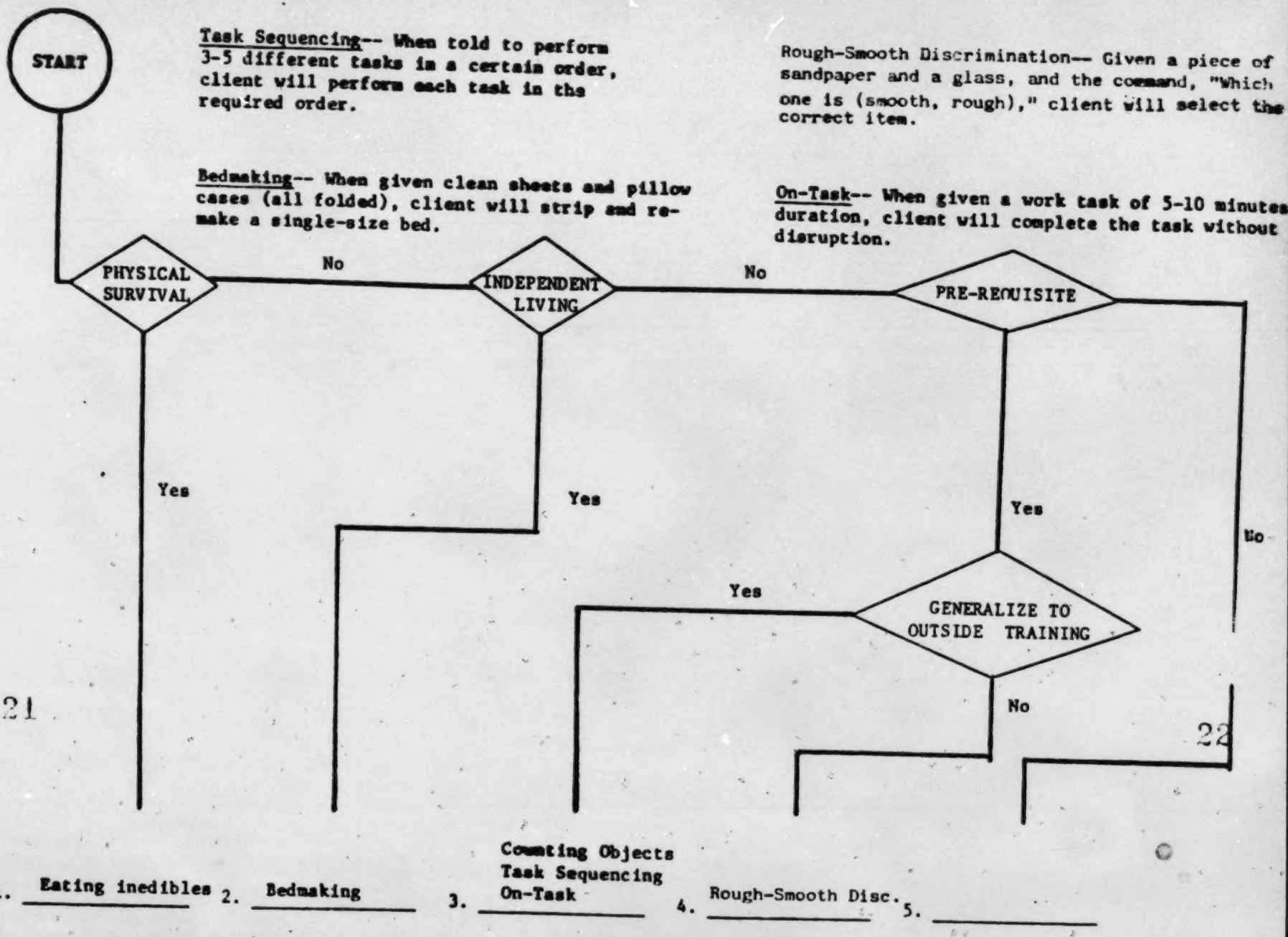
Figure 6

If generalization outside the training environment is a low probability, rank the goal #4. Finally, if the goal is not useful as a pre-requisite, it should be trained as the lowest (ranking #5).

To illustrate how this priority ranking system can be implemented, let us consider an actual IEP for a child. Figure 7 illustrates how 6 of this client's goals could be assigned priority rankings.

...objects, client will count and name the number of items in each group.

...inedible substances (e.g., banana peel, candy wrapper, etc.).


START
Task Sequencing-- When told to perform 3-5 different tasks in a certain order, client will perform each task in the required order.
Rough-Smooth Discrimination-- Given a piece of sandpaper and a glass, and the command, "Which one is (smooth, rough)," client will select the correct item.
Bedmaking-- When given clean sheets and pillow cases (all folded), client will strip and remake a single-size bed.
On-Task-- When given a work task of 5-10 minutes duration, client will complete the task without disruption.
PHYSICAL SURVIVAL
No
INDEPENDENT LIVING
No
PRE-REQUISITE
Yes
Yes
Yes
No
Yes
GENERALIZE TO OUTSIDE TRAINING
No
21
22

1. Eating inedibles 2. Bedmaking 3. Counting Objects / Task Sequencing / On-Task 4. Rough-Smooth Disc. 5. _____

Figure 7